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ABSTRACT

The concept of needs and educational assessment is a blending of community participation and evaluation. There are four primary steps in this concept: goal definition, program assessment, needs identification, and decision making. This document offers a guideline model aimed at a simple, economical method of needs and educational assessment. It offers an orderly system of planning and development in helping to develop proposed methods of assessment as well as a suggested format for each concept. Sample plans, reports, and ranking methods for data collection are included in the appendixes. (Author/DEP)

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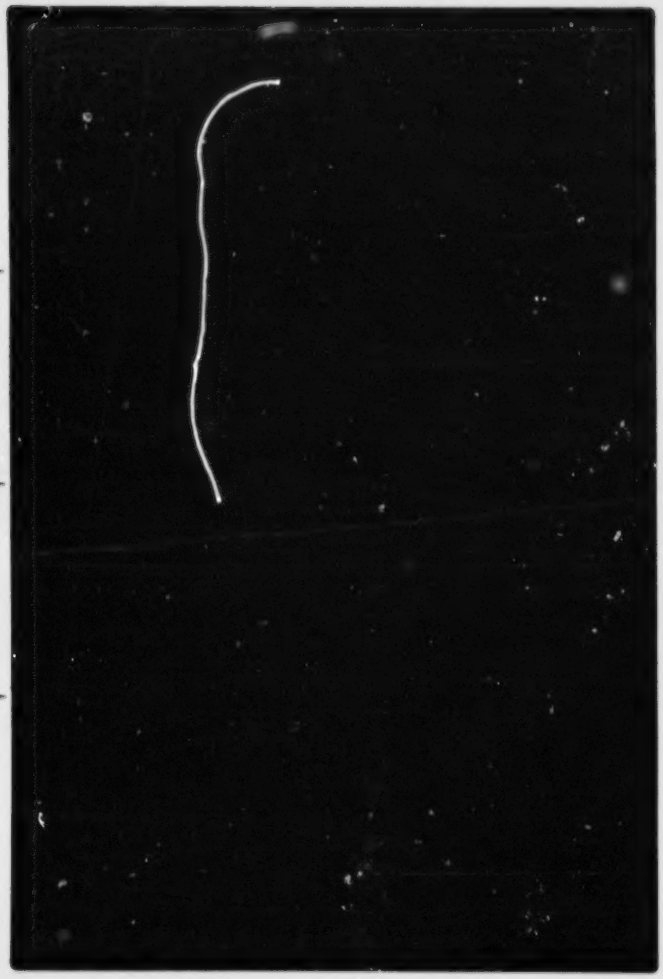
NEEDS ASSESSMENT

Educator

Community

Students



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EDUCATIONAL DEVELOPMENT CENTER
East Stroudsburg State College
East Stroudsburg, Pennsylvania

Project NAMES

Workbook

Needs Assessment Model:

East Stroudsburg

by

T. Jerome Rookey

Prepared in cooperation by East Stroudsburg State College and the school districts of Monroe County, Pennsylvania. Funded through the Elementary and Secondary Education Act.

May, 1975

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Introduction

The concept of needs assessment is a blending of community participation and evaluation. It has four primary steps: goal definition, program assessment, needs identification, and decision making. None of these steps are foreign to educators and nothing about the process, as a process, is particularly new or unique.

It has been an unfortunate fact that needs assessment has gained the usual spectre of confusion and mystery. The actual simplicity and usefulness have become lost in statistics and consultant verbosity. The following Model is aimed at a simple, economical method of needs assessment.

The best description of needs assessment was made by Coffing and Hutchinson:

> "Who needs what, as defined by whom?" This is the terribly basic needs analysis question. It contains the three components of needer, need, and definer. The "who" or needer component is included because a needs analysis must be focused on the needs of specific individuals or groups. The "what" or need component is included because of needs analysis must be focused on the types or categories of need about which data are required.
>
> The third component, "as defined by whom," refers to the necessity for identifying which people should define the needer's need. Without definition, it would not be possible to measure need fulfillment.

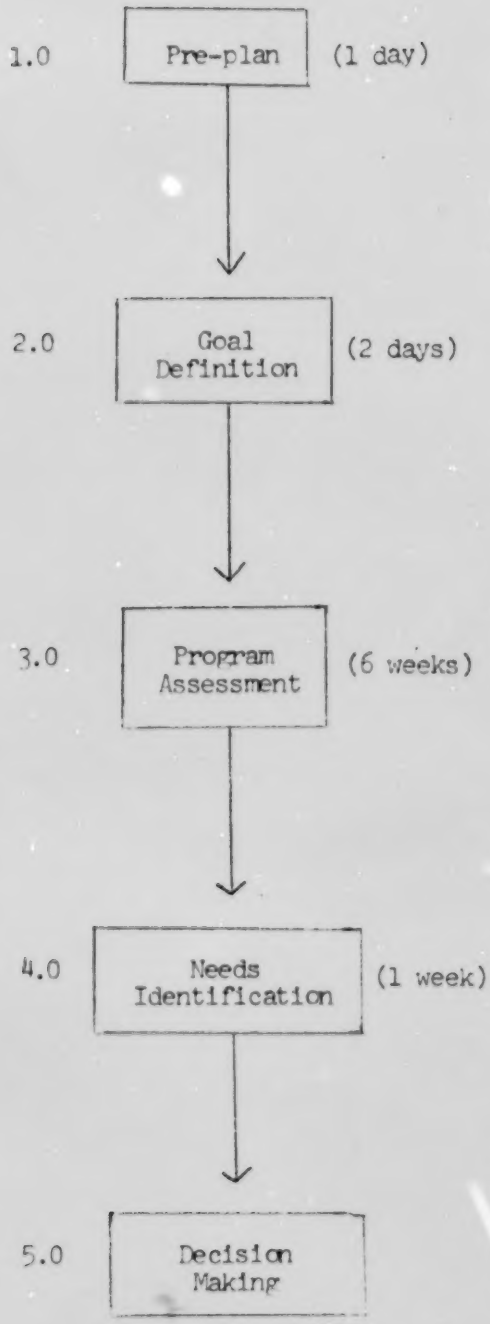
> Since different people define needs differently, it is often of crucial importance who provides the definition.

The reasons for doing needs assessment usually come down to one of three. First, the educator recognizes the public relations value of needs assessment. The public is involved and the decisions are data based which appeals to the people who support a school system.

The second reason is to meet a mandate such as the Commonwealth's long-range development plan. The plan ". . . shall include but not be limited to: a statement of district goals and/or objectives, evidence of community involvement." Needs assessment usually is overtly or covertly implicit in recent state and federal mandates.

The third, and best, reason for needs assessment is to begin an orderly system of planning and development.

CHRONOLOGY OF A NEEDS ASSESSMENT PROJECT



Stage 1.0 Pre-Plan

1.1 Core Committee

The first step in the pre-plan stage is the selection of a core committee. This group will be with the needs assessment project from beginning to end. It should be a small group of eight or ten people. It should be composed of administrators, teachers and community members and, each should be prepared to work on the project as a major commitment.

The core committee should have a coordinator who is acceptable to the committee and the administration. This person should be prepared to be spokesman for the project.

It is very important that the committee be cognizant of what the project is about and how to go about the process. Some form of training for this committee is a necessity.

1.2 Delineated "Why"

The initial step in the actual pre-plan is specification of why the needs assessment is being done. If the project is to gather the right information, it must be clearly understood what concerns it is dealing with.

As an example, the requirements of a Title I Project Needs Assessment are very specific. A plan to meet those requirements could be quite different from a plan to gather information for revision of a High School's curriculum. The following are excerpts from the Commonwealth's "Position Paper on Needs Assessment for ESEA Title I Programs".

> To initiate compliance, the comprehensive planning component of the ESEA Title I program narrative will

include the following:

Needs Assessment Procedures - Explain
(a) How was it done?
(b) When was it done?
(c) Who was involved?
(d) What priorities were established?

How was it done?

A response to this question shall include a listing of the kind of data gathered on children in eligible attendance areas in order to identify term as children who are educationally disadvantaged and who may then participate in Title I programs. All programs with components which can be easily measured by standardized tests, such as reading and mathematics, shall use pre and post standardized tests. However, a needs assessment which relies solely upon standardized tests or any other single form of measurement is not acceptable.

In addition, a brief description of the method or methods used to choose the participating children (those with priority needs) after the data are gathered shall also be included.

When was it done?

The persons or group responsible for needs assessment shall meet a minimum of three times a year.

Who was involved?

Teachers, administrators, private school authorities, and the Title I Parent Advisory Council shall be involved in the needs assessment.

What priorities were established?

Two types of priority lists are permissible:

1. A list arranged in priority order and consisting of any of the instructional or supportive service items shown on page 5 of the Title I application.

2. A list arranged in priority order and consisting of the following needs: (a) Academic; (b) Cultural; (c) Psychological-Social; (d) Physical.

A sample Title I Project report is shown in Appendix A.

1.3 Factor Specification

When the reason for the project has been clarified, it becomes necessary to specify the factors which will effect the project.

The first set of factors are political. Foremost is the recognition of what groups are effecting the educational policies. The plan must insure that the concerns of all groups will be addressed. Often economics will have to be considered. Recent issues of public concern will have to be reviewed at this point also.

The second set of factors are internal to the project. Usually these take the form of decisions about what parts of the educational system will be included. A school district may want to deal only with the elementary schools. You may want to run the project building by building rather than with the district as a whole.

1.4 Writing

The pre-plan must be written out with the timeline and exact details clearly included. It is incredibly important that the plans for the project are not on a scattered, informal set of notes or, worse, stored in the coordinators memory.

If the plan is in the form of a formal report, everyone knows what is going to happen when, how and to whom. A sample Pre-Plan is presented as Appendix B.

1.5 Approval

Once the plan is written present it for formal approval. If any part is not approved, go back, rewrite and resubmit it.

Do not proceed with the project if approval is withheld or vague. You waste time and money on a project that is not clearly an official activity.

1.6 Public Relations

Once the plan is approved do everything in your power to inform the district of its intent and processes. The information release should be sent directly to the educational staff and, at the same time, be presented to the community at large via the local news media. You will probably find an evening public meeting to be very helpful in answering questions.

The public relations procedure must be coordinated through the Superintendent's office. The Superintendent is the first person who will be sought out by questioners.

2.0 Goal Definition

2.1 Respondent Sample

The first consideration is who will be in the sample used to define your goals. We suggest that a district include the School Board, the district administration, special staff from the schools, teachers, parents, community members, and students. By community members we mean citizens who live in the district but are neither employed by it nor have children attending school.

You will also have to be aware of the strata of your local community in terms of ethnic group, wealth, etc. You want a total representation with no group excluded.

One question that can cause problems is what size sample to employ. We suggest the following guidelines.

(1) School Board - All

(2) Administration - All

(3) Special Staff - All

(4) Teachers - In a district with 400 or fewer teachers include at least 100. In a district with more than 400 teachers include at least 25% of the total number of teachers.

(5) Parents - The same number as the number of teachers sampled.

(6) Community Members - The same number as the number of teachers sampled.

(7) Students - At least 5% of the total from seventh grade up.

You will have to be very careful to not include more than one person from a single household. For example, you wouldn't want a man as a "Teacher" and his wife as a "Parent".

The best way to select teachers, parents, community members and students is by random selection. As the Center for the Study of Evaluation (1973) reported:

RANDOM SELECTION STRATEGY

Definition: Any selection strategy in which the members of the Committee are selected randomly without prejudice; that is, each member of the community is a likely member of the Committee (equal likelihood of selection).

This strategy is the single strategy recommended by the Center and has been used extensively.

Advantages:

1. A "pure" cross section of the community is more easily obtained.
2. This strategy is the most publicly defensible strategy one can initiate.
3. Committee membership can be obtained in a relatively short period of time.
4. This technique generates positive reactions from the community.

Disadvantages:

1. Known opinion leaders in the community may not appear on the Committee.
2. The Superintendent and Board of Trustees have no control of the committee composition.
3. The Superintendent and Board of Trustees must work with "unknown" qualities.
4. The selection of the Committee members takes more personal effort on the part of the District Administrator.
5. It is more difficult to achieve initial commitment from community members.

The total sample represents those people who will be queried to decide on the definition and priority of district goals.

2.2 Definition of Need Statements: dissemination

When the district's goals are put into a question format, they are called needs statements. The obvious question is how do you decide what the district's goals are.

The first problem is to find a way for the core committee to get to the interview sample. We feel that the direct interaction models are not practical and prefer an indirect model. We feel that the questionnaire method is best: assemble your items into a questionnaire format and send it to the respondees; have a method of verifying returns; the responses exist as data.

Boston (1974) lists five models of direct interaction with the community.

FIVE MODELS OF COMMUNITY GROUPS

1. Delegates Assembly
   a. representative of total community
   b. elected or delegated
   c. attend assembly meetings
2. Interest Groups Interviewed
   a. series of meetings with local interest groups
   b. groups are given guidelines ahead
   c. team records opinions
3. Mini-Conference
   a. open to all citizens
   b. divide into working subgroups
   c. team compiles report
4. Town Meeting
   a. open, unstructured meeting
   b. panel records and compiles
   c. 1 + meetings
5. In-House
   a. use existing education bodies
   b. more rigorous data collection possible

There have been groups that used more protracted methods like the Delphi Technique to interact with the community. We have concluded that such techniques are too expensive in manpower, time and money.

2.3 Definition of Need Statements: Source

One problem which could doom a project would be an endless discussion; where do the goals come from. It is clear to everyone that the goals must be both complete and realistic. The sources could generally be limited to eleven types:

(1) Derived from an examination of what the present program consists of. How well accepted such a list is will depend upon how well liked the program is. One benefit is that everyone understands what you're doing.

(2) Derived from your existing set of objectives. Most districts do not have such a set of objectives.

(3) Derived from your existing set of goals. Most districts do not have such a set of specific goals.

(4) Derived from others objectives. There are several sources such as those listed below which are available. Do the lists reflect local concerns?

(5) Conduct a local self-study. This approach is data-based but it means expert manpower.

(6) Survey for opinion. Asking the people what the goals should be is fine except the task is somewhat monumented to the average citizen.

(7) Derived from political resources. If you use a set of goals from a government source, like the Commonwealth's ten Education Goals, you may not find completeness and local concern.

(8) Combine opinion survey and a self-study. This would be a long expensive process.

(9) Combine opinion survey and present program. One of three good methods.

(10) Combine opinion survey and your existing set of objectives. One of three good methods.

(11) Combine opinion survey and others objectives. One of three good methods.

We break needs statements into three types. "Educational Process" statements refer to the system which the students work in. Such a statement would be: Discipline in our schools is fair and just. A very inclusive list is presented by Easton Area School District in their "Community Opinion Survey".

The other two types of needs statements are "Student Skills" and "Student Attitudes". Both deal with production by the student. Skill statements deal with the strictly academic behaviors. Attitude statements deal with the attitudinal behaviors. One excellent and very inclusive list is presented by the Center for the Study of Evaluation (1973). This is the list our questionnaire is based upon. Two other sources are the Instructional Objectives Exchange, Los Angeles and the Objectives CO-OP at the University of Massachusetts.

One should also include relevant goals from programs such as E.S.E.A. or Educational Quality Assessment which influence the district. The Educational Quality Assessment goals are presented in Appendix C.

2.4 The Pre-Run

The core committee assembles the initial list of needs statements. Each takes that list out to a small group of peers and asks them two questions. First, do they feel that any goal statements have been omitted from the list? Second, are any of the goal statements confusing?

This pre-run will allow you to add statements for completeness and rewrite statements for clarity. This pre-run is an essential step in your project.

2.5 Statement Format

We prepare the statements in a two part format. Example:

Education should introduce cultural experiences to the child.

This should be Priority:

Very high ___ High ___ Average ___ Low ___ Very low ___

It presently appears to be Priority:

Very high ___ High ___ Average ___ Low ___ Very low ___

This format will allow you to make one survey and arrive at goal-priorities while also gathering perceptions of present performance. Our complete questionnaire is presented as Appendix D. You may notice that we have included all ten goals of the state's quality assessment project. Goal: item, 1: 45, 2: 69 & 79, 3: 50 & 60, 4: 39 & 48, 5: 42 & 44, 6: 62 & 63, 7: 40 & 58, 8: 75, 76, 77, 9: 43 & 47, 10: 41.

Note: when you prepare the questionnaires have them marked is some manner so that you can separate them by groups (i.e., teachers, parents).

2.6 Statement Ranking

Once the statements have been submitted to the Pre-Run and revised they are sent out to the total sample in a questionnaire. Each respondent completes the questionnaire and returns it to the core committee. You should include a cover letter which explains what you're doing and explains how important each person's answering is. Send everything first class mail or by having it hand carried. Plan a followup letter to go out a week or two after the survey is mailed. The task then becomes to analyze the responses and rank the statements from highest to lowest priority.

Using our format the core committee would analyze the part of each item that asks, "this should be Priority". You would assign 5 points for Very High, 4 for High, 3 for Average, 2 for Low, and 1 for Very Low. Each item would have a score of from 1 to 5 for each respondent in your sample.

There are five reasonable methods of ranking the statements once the questionnaires are collected. A set of sample statements and an explanation of each of the five methods of ranking is Appendix E. We strongly recommend the following method as the best, but you could select another.

Highest Rank by Group:

This is is method we think is best. It can give everyone a voice.

First, take the top objectives in each group (decide on percentage to include such as top 50%. We use 100%).

Next, rank them within each group.

Last, assign priority by highest rank in any single group.

Obj.	Bd.	Ad.	Tch.	P	C	S	Highest Rank
A	5	5	2	5	4	5	5
B	4	1	5	2	5	2	5
C	3	4	5	4	3	5	5
D	2	3	1	1	1	3	3
E	2	2	3	4	3	2	4

Priority Would Be:	
*First Priority	A, B, C
Second Priority	E
Lowest Priority	D

* because each was given a top rank by at least one group.

3.0 Program Assessment

3.1 Data Collection

For cognitive data such as Reading Ability, you will have to use test scores. I would suggest that you do not have to run special testing programs. If you have data on a skill from your normal test program, it should suffice. If you do not have a district wide testing program, you have what I call a discovered need.

For affective data there is an excellent option available. You will be asking people to prioritize goal statements. If at the same time you have asked them to assess the status quo of that statement, you have done two jobs at one surveying. The disparity between priority and status quo is the degree of need. For example:

> Education should introduce cultural experiences to the child.
>
> This should be Priority:
> Very high ___ High ___ Average ___ Low ___ Very low ___
>
> It presently appears to be Priority:
> Very high ___ High ___ Average ___ Low ___ Very low ___

A third source of data is the public records of a district. The P.T.A., School Board minutes and recent newspaper articles tell you the current tenor. The official records such as attendance tell you whats' happened recently. The budget tells you how you're allocating your effort.

3.2 Standards

It is my contention that all standards are arbitrary. You are going to have to have a set of standards to decide how big a discrepancy has to exist between "should" and "is" to be a need. The

core committee should work with the administration to decide on these standards. If you have data like the state quality assessment data which indicates standards then simply integrate that information into your **data.**

For the data based on our questionnaire we use a discrepancy index. We simply subtract the "should be" rating from the "is". The greater the difference the greater the discrepancy. We rank the statements by the size of the discrepancy and thus get an order of need.

Example:

#1.	is	average	= 1.0
	should be	average	= 2.0
			-1.0
#2.	is	average	= 1.0
	should be	average	= 2.5
			-1.5

Conclusion #2 is a greater need than #1.

4.0 Needs Identification

At this point the core committee has (1) all of the statements ranked in priority order and (2) has assessed each of them in terms of the present program. The objective now is to identify which are performing at or above standard and which are performing below standard. Those that are below standard are the needs.

We list all of the statements in order of their discrepancy. Those which have no discrepancy or which have a positive discrepancy ("is" is better than "should be") are considered successful goals and are removed from consideration. Thus, the list we now work with is made up only of the negatives or "needs".

Our next step is to place all of the needs statements into a needs matrix. The two dimensions of a needs matrix are the priority and the degree of discrepancy.

NEEDS MATRIX

Priority	Discrepancy: Hi	Med	Lo
Hi	A	B	C
Med	B	C	D
Lo	C	D	E

Cell A contains the greatest "needs"
Cell E contains the least "needs"

At this point you can report your needs from the highest priority need(s) to the lowest priority need(s). A public relations minded study will report the success goals with the needs.

5.0 Decision Making

5.1 Program Planning

We like to make the point that the needs assessment ends with program decisions. These decisions should utilize the needs data but not be dominated by. In our planning we often let potential success and/or cost benefit override the priority among needs. It seems foolish to do nothing about ten attainable needs because of the cost of one "high priority" need.

5.2 Individual Student Need

Often, as in Title I, you will want to identify the degree of need of individual students. We recommend the RYH Formula. As it is presented below you could use any subject area for Performance Level. PL could be expressed in grade equivalents 4.2, 4.4, etc.; letter grades translated into deciles A = 4, B = 3, C = 2, D = 1, E = 0; Percentages translated into deciles 98 = 9.8, 74 = 7.4, or any number system that kept to deciles.

The Level expressed at the end of the equation could be called a need level. The lower the number the greater the need. One could thus differentiate among degrees of need.

RYH FORMULA* FOR NEED

The higher the level the less the need.

(1) $MA = \frac{CA \times IQ}{100}$ CA = Chronological Age

(2) $A = \frac{(2 \times MA) + CA}{3} - 4$ MA = Mental Age

(3) Level = 3 PL/A PL = Performance Level such as grade equivalent of Test Score.

* Rookey - Yuskiewicz modification of the HORN formula

SAMPLE

	Bill	Joe	Fred	Mel	Sam
CA	9	9	9	10	9
IQ	100	90	90	90	100
MA	9	8.10	8.10	9	9
A	5.0	4.40	4.40	5.33	5.0
PL	4.0	4.0	3.5	3.5	3.5
Level	2.40	2.73	2.39	1.97	2.10

Vocabulary

Goal - "A Goal is a broad direction, general purpose or intent. It is general and timeless and is not concerned with a particular achievement within a specified time period."

California State Department of Education

Objectives - "Program level objectives are usually more precise in that there are expectations expressed in terms of a general level of achievement by an acceptable proportion of students."

R. L. Brownlee, 1971

Need - "Need is established by setting objectives and priorities for the particular school area and measuring the attainment of those objectives. Need is defined as the differential between what is, the present state, and what should be, the ideal state."

J. Mikol, 1973

Need statements ⟶ goals put into question format

SUGGESTED REFERENCES

Boston, B. D. Educational Goal Setting: A Continuing Paper. Cedar Knolls: Educational Improvement Center of Northwest New Jersey, 1974.

Very good paper on the New Jersey approach.

Brittingham, B. E. & Netusil, A. J. "Parallel Needs Assessment Among Small, Rural Districts as a Basis for Cooperative Planning". Paper presented at AERA National Conference, Chicago, 1974.

This is an excellent, concise report on needs assessment which was run in seven districts.

Brownlee, R. L. Needs Assessment: A Position Paper. California: CTB/McGraw-Hill, 1971.

A good paper.

Coffing, R. T. & Hutchinson, T. E. "Needs Analysis Methodology". Paper presented at AERA National Conference, Chicago, 1974.

This is a somewhat theoretical discussion of needs assessment. It would be very helpful to anyone seeking an academic context for a needs assessment proposal.

Davidson, E. O. "Position Paper on Needs Assessment for ESEA Title I Programs". Pennsylvania: Department of Education, 1974.

This paper will outline the Commonwealth's criteria for ESEA programs.

DeAngelis, J. B. & Means, R. D. A Generic Planning Process Model and Manual. Harrisburg, Pennsylvania Department of Education, 1972.

Some parts are applicable.

"Educational Goals & Objectives" Bloomington, Indiana: Phi Delta Kappa, 1973.

An excellent workbook on goal setting with community involvement.

Keim, F. N. Guide for Title Evaluations. Allentown: Carbon-Lehigh Intermediate Unit, 1973.

A nice, brief review of evaluation for Titles I and III.

Lang, C. L. Educational Goals and Objectives. Indiana: Phi Delta Kappa, 1972.

Mikol, J. Project E.A.S.T. Reports. Madison, Wisconsin: Madison Public Schools, 1973. ($2.00)

Excellent reports on a completed project.

Mikol, J. "A Model for Needs Assessment: Project E.A.S.T.". Wisconsin: Madison Public Schools, 1973.

A guide to conducting an interview format needs assessment. Very short but well written.

National Priorities for Elementary Education. Los Angeles: Center for the Study of Evaluation, 1973. ($3.50)

Excellent review of the pilot test of the C.S.E. Needs Assessment Kit ($99.00). It has more information than the kit and costs a fraction as much.

"The School and Community: Partners in Education" Fresno County Department of Education, Fresno, California, 1973.

An excellent workbook on how to run a needs assessment based on community conferences.

Yuskiewicz, V. D. "A Model for Needs Assessment: Precursor to Educational Program Planning". Scranton, Pennsylvania; Intermediate Unit #19, 1974.

This paper discusses the systems approach to Needs Assessment and shows how it was applied to an intermediate unit.

Evaluation Workshop II by CTB/McGraw-Hill at $65.00 per person.

Very good training session.

The East Stroudsburg State College Educational Development Center will be available for in-depth training sessions on needs assessment.

SAMPLE

NEEDS ASSESSMENT INFORMATION SUPPLEMENT

1. How Was Needs Assessment Done?

   a. Check the applicable sources of data used to identify the needs of participating Title I children. District must have evidence to show these sources were used.

- [X] Standardized tests
- [ ] Local District tests
- [ ] Criterion reference tests
- [X] Subjective teacher reports
- [X] Medical reports
- [ ] Psychological reports
- [ ] Guidance counselling reports
- [X] Sociological reports (home-school visitor included here)
- [ ] Anecdotal records
- [X] Parent surveys, interviews or questionnaires
- [X] Community surveys, interviews or questionnaires (CAA included here)
- [X] School surveys, interviews or questionnaires (students included here)
- [ ] Other (list here) Attitudinal survey

b. Describe briefly what was revealed about the needs of children for each of the data sources checked in 1-a. Use another sheet of paper if necessary.

Standardized tests revealed that 25% of the elementary and junior high students were performing at one and one half years below grade level. This deficiency appeared to be more critical in grades 4-6 and 7-9. Performance in math was considerably better than in reading. The Stanford Test was used for reading and math and the Gates-MacGinatie for an additional test in reading.

Subjective teacher reports supported the findings of the standardized tests. In addition, teachers reported a lack of interest in reading and school among many of the low achievers and a lack of participation in cultural events.

Medical reports indicated that many of the low achievers have serious dental problems. The figures indicated at least 20 percent of the eligible children needed dental work.

Sociological reports by the home-school visitor indicated a lack of reading material in the homes of the low achievers. In addition, home conditions seem to be causing emotional problems for many children.

Parent interviews conducted with the help of the Parent Advisory Council indicated that reading and discipline were the main concerns of parents. Over 50 percent of the parents said these areas were primary concerns.

Community interviews conducted with the help of the CAA supported the findings of the home-school visitor and revealed that the community was very concerned about poor performance in the 3 Rs. A school questionnaire circulated to all staff revealed that the staff felt that the most critical areas of children's need were in reading and interest in school.

An attitudinal survey given to all Title I participants at the conclusion of the program reported on the status of the children's interest in school. Since this survey was never given before, there was no previous information to use as a comparison. This comparison will be made at the conclusion of next year's program when a similar survey is given. The 7-9 participants showed a lower interest in school than the elementary participants.

2. Who Was Involved In Needs Assessment?

Check if people in the following list were involved in formal meetings where the needs of Title I children were discussed.

[X] Teachers

[X] Supportive Staff

[X] Administrators

[X] Non-Public School Authorities

[X] Parent Advisory Council (PAC)

[X] Community Action Agency (CAA)

[ ] Community in General

[ ] School Board Members

[ ] Students

3. When Was Needs Assessment Done?

List the dates on which people gathered together, formally in the past year, to discuss student and program needs for ESEA Title I. Also, list the people from page 3 who were involved and describe briefly what was discussed. Use another sheet of paper if necessary.

Date: 11/15/74 People Involved: teachers, supportive staff, administrators, non public school authorities, PAC, CAA.

Brief Description: Teachers and supportive staff met with the PAC to explain Title I program. Achievement of the Title I children was discussed in relation to the new reading program started in September, 1974. Teachers reported that the elementary children have been very excited about the reading program. Parents indicated that their children are bringing home more books.

Date: 2/1/74 People Involved: teachers, supportive staff, administrators

Brief Description: School personnel met to discuss the performance of children. A change in the junior high program was agreed upon because of apparent student lack of interest. It appears that the program is too machine oriented. Not enough time is given to individualized reading. More books will be brought to the reading room.

Date: 5/25/74 People Involved: teachers, supportive staff, administrators, non public school officials, PAC, CAA

Brief Description: Met to assess the results of tests and reports of the year's Title I activities and to recommend changes for next year's program. As a result of test scores, a decision was made to recommend dropping math from next year's program and to place more emphasis on reading. Non public school officials reported improvement in reading as a result of their aide program.

Date: 6/7/74 People Involved: teachers, supportive staff, administrators, non public school authorities, PAC, CAA

Brief Description: Met with PAC to discuss the results of the year's Title I activities and to discuss the needs for next year's program. PAC recommended the adoption of the recommended changes in program. PAC also indicated a need to take children on some cultural field trips as a way to help increase interest in school. PAC offered to help recruit parent volunteers for reading program.

4. What priorities were established as a result of the needs assessment activities?

Provide a list according to instructions listed on page 4 of the Position Paper on Needs Assessment for ESEA Title I Programs.

1. Reading
2. Home-school visitor
3. Health-dental
4. Cultural enrichment
5. Guidance counselling

or

1. Academic
2. Psychological - social
3. Physical
4. Cultural

APPENDIX B.

SAMPLE PREPLAN

I. The coordinating body for this project shall be known as the Core Committee. Its membership is as follows:

Mrs. A. Parent Council Representative
Mr. B. School Board Member
Mrs. C. Elementary Teacher
Mr. D. Administrator
Miss E. Student Representative
Mr. F. Citizens Association Representative
Mrs. G. Friends of the Arts Representative
Mrs. H. High School Guidance Counselor
Mr. I. Booster Club Representative
Mr. J. Band Parents Representative

II. The goal of the project is to provide information for decision making to the School Board, Administrators, and Teachers. Information is projected as follows:

A. Information prepared for use in the writing of the Long Range Development Plan.

B. A report on the attitudes concerning district goals of both community members and professional educators.

C. An assessment of current district status in relation to district goals as defined by this project.

D. A framework for decision making in a context of priorities and discrepancies from priorities resulting B. and C. above.

E. Identification of the "educationally needy" (those who are not performing up to their potential abilities) for use by the E.S.E.A. Title I staff.

F. Student profiles for curricular use in school buildings, given the existing test data.

G. Suggestions for the use of materials to improve district communications.

III. The costs of the project are to be borne by the district's planning grant.

IV. The first public action of the project will be community public information on the project to be issued as soon after receiving School Board approval as possible.

V. Goal Identification

The goals prepared as part of the original Project NAMES will be reviewed by the Core Committee for purposes of adding local concerns. After these revisions are made, each Core Committee person will interview two community residents to further validate the list of goals.

VI. Survey

A. The survey will be simultaneously run on three levels: Elementary, Middle and High School.

B. The Teachers, Special Staff, Parents and Community Members will be surveyed in a context of one of the three levels.

Students will only be surveyed at Middle and High School levels.

The Administrators and the School Board will be surveyed referrant to all three levels.

C. The Students, Community Members, and Parents will be randomly

selected. At least 235 members of each of the above four groups will be surveyed.

D. Members of Dr. Rookey's staff will supervise the student surveying (Grades 6-12).

E. Mrs. H. will disseminate and collect the Teacher, Special Staff, School Board and Administrator surveys.

F. The Elementary, Middle and High School Parent Surveys will be carried home and returned by students. The surveys for all Community Members will be disseminated by mail and returned directly to Dr. Rookey.

G. There will be no name identification on survey forms or return envelopes. The survey forms will be identified by group title. The 3 different levels will be printed on 3 different colors of paper.

H. Forms will be returned to Dr. Rookey via Mrs. H. for computerization.

I. The Superintendent will place a news item in the district newsletter and area newspapers for the purpose of assisting in the collection of survey forms. This will be done before and during the survey.

VII. The Core Committee will analyze the data and write the Needs Report. Mr. D. will provide relevant district data for this report.

VIII. The Needs Report will be presented in a large public meeting and through press releases. A narrative summary will be available for dissemination. The total report will be presented to the School

Board and will be available to interested individuals at the Administration Building.

IX. While the survey is being conducted, district personnel will gather student data. This data will be computerized and analyzed via the RYH formula. The result will be a Student Profile Report critiqued by the Core Committee.

The Student Profiles will be presented to school buildings via the central administration.

Appendix C. EDUCATION'S GOALS*

Quality Education Should Help Every Child To Acquire:

1. the greatest possible understanding of himself and an appreciation of his worthiness as a member of society;

2. understanding and aporeciation of persons belonging to social, cultural, and ethnic groups different from his own;

3. to the fullest extent possible for him, mastery of the basic skills in the use of words and numbers;

4. a positive attitude toward school and toward the learning process;

5. the habits and attitudes associated with responsible citizenship;

6. good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.

And further, quality education should:

7. give every child opportunity and encouragement to be creative in one or more fields of endeavor;

8. help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities;

9. help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities, and the arts;

10. help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation.

* Adopted from Pennsylvania State Quality Education Project

APPENDIX D:

Questionnaire

STATEMENTS

Part I: Process Statements

This first part of the questionnaire is to see what you expect from your school district. What would you like your district to be doing? Ask yourself what it should be doing, and what it is actually doing now.

Directions:	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each it to show what think each P		
Part I: DISTRICT PROCESS	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE
1. Our parents participate in planning educational programs.	[]	[]	[]	[]	[]	[]	[]	[]	[]
2. Our parents understand the schools and their programs.	[]	[]	[]	[]	[]	[]	[]	[]	[]
3. Our parents encourage teachers to expose students to a variety of views and issues.	[]	[]	[]	[]	[]	[]	[]	[]	[]
4. Our teachers are aware and interested in students individuality.	[]	[]	[]	[]	[]	[]	[]	[]	[]
5. Our teachers understand and are responsive to various points of view expressed by their students.	[]	[]	[]	[]	[]	[]	[]	[]	[]
6. Our teachers seek cooperation from parents in areas of mutual concern.	[]	[]	[]	[]	[]	[]	[]	[]	[]
7. Our teachers are accessible to and welcome parents.	[]	[]	[]	[]	[]	[]	[]	[]	[]
8. Our teachers are selected and evaluated in terms of the instructional program.	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions: PROCESS.	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item in this column to show what priority you think each PRESENTLY IS.					
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION
...ate in planning ...s.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
...nd the schools	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
...e teachers to ... variety of	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
...re and interested ...ality.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
...tand and are ...s points of ...eir students.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
...operation from ... mutual concern.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
...cessible to and	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
...ected and evalu- ... instructional	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each ite to show what think each PR		
Part I: DISTRICT PROCESS (Cont.)	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE
9. Our teachers and administrators communicate well with one another.	[]	[]	[]	[]	[]	[]	[]	[]	[]
10. Our administrators and board members keep the public informed on school matters.	[]	[]	[]	[]	[]	[]	[]	[]	[]
11. Our administrators are friendly and approachable.	[]	[]	[]	[]	[]	[]	[]	[]	[]
12. Our school facilities and equipment are used by the community.	[]	[]	[]	[]	[]	[]	[]	[]	[]
13. Our school equipment is selected to benefit the instructional program.	[]	[]	[]	[]	[]	[]	[]	[]	[]
14. Our school districts' buildings are designed for the instructional program.	[]	[]	[]	[]	[]	[]	[]	[]	[]
15. Our school bus service in the district is satisfactory.	[]	[]	[]	[]	[]	[]	[]	[]	[]
16. Our school district manages its finances effectively.	[]	[]	[]	[]	[]	[]	[]	[]	[]
17. Our school district's discipline is just and fair.	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item in this column to show what priority you think each PRESENTLY IS.					
CESS (Cont.)	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION
inistrators com-ne another.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
nd board members rmed on school	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
re friendly and	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
s and equipment unity.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
is selected to tional program.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
' buildings are tructional	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
ce in the district	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
manages its .	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
s discipline is	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions: Part I: DISTRICT PROCESS (Cont.)	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each ite to show what think each PR		
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE
18. Our academic standards are maintained as high but fair.	[]	[]	[]	[]	[]	[]	[]	[]	[]
19. Our students are encouraged to develop their personal values.	[]	[]	[]	[]	[]	[]	[]	[]	[]
20. Our guidance and counseling services are available to each student.	[]	[]	[]	[]	[]	[]	[]	[]	[]
21. Our health services are adequate to meet the needs of the students.	[]	[]	[]	[]	[]	[]	[]	[]	[]
22. The number of classroom teachers fully meets the needs of our students.	[]	[]	[]	[]	[]	[]	[]	[]	[]
23. There are enough specialist teachers (i.e., reading, speech) in our district.	[]	[]	[]	[]	[]	[]	[]	[]	[]
24. The number of people serving as instructional aides meets the needs of our students.	[]	[]	[]	[]	[]	[]	[]	[]	[]
25. Our district provides a good career preparation program.	[]	[]	[]	[]	[]	[]	[]	[]	[]
26. Our district provides a good vocational training program.	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item in this column to show what priority you think each PRESENTLY IS.					
CESS (Cont.)	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION
rds are maintained	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
couraged to develop es.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
nseling services ch student.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
are adequate to he students.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
room teachers ds of our students.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
ecialist teachers ech) in our	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
serving as in-eets the needs of	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
s a good career	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
s a good program.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:

Part I: DISTRICT PROCESS (Cont.)

	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each ite to show what think each PR		
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE
27. Our district provides an adequate preschool program (below Kindergarten)	[]	[]	[]	[]	[]	[]	[]	[]	[]
28. Our district's program meets the needs for special students (such as slow learners or emotionally disturbed).	[]	[]	[]	[]	[]	[]	[]	[]	[]
29. Our school system's extra-curricular activities are designed to include the entire student body.	[]	[]	[]	[]	[]	[]	[]	[]	[]
30. Our district provides a good cafeteria program.	[]	[]	[]	[]	[]	[]	[]	[]	[]
31. Our system for reporting pupil progress to parents (report cards, conferences) is clear and comprehensive.	[]	[]	[]	[]	[]	[]	[]	[]	[]
32. Our school district utilizes new effective methods of teaching.	[]	[]	[]	[]	[]	[]	[]	[]	[]
33. Our school district takes advantage of available outside resources (such as community facilities).	[]	[]	[]	[]	[]	[]	[]	[]	[]
34. Our School Board is accessible to the parents of the community.	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item in this column to show what priority you think each PRESENTLY IS.					
OCESS (Cont.)	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION
es an adequate below Kindergarten)	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
ram meets the tudents (such as otionally dis-	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
extra-curricular gned to include body.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
es a good	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
rting pupil (report cards, ar and com-	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
utilizes new f teaching.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
takes advantage e resources facilities).	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
accessible to community.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:

Part I: DISTRICT PROCESS (Cont.)

	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each ite to show what think each PR		
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE
35. Our School Organization K-4 elementary, 5-8 middle school, and a two house high school meets the needs of the children.	[]	[]	[]	[]	[]	[]	[]	[]	[]
36. Our School Organization K-4 elementary, 5-8 middle school, and a two house high school is an ideal organization.	[]	[]	[]	[]	[]	[]	[]	[]	[]
37. Our school district's testing program is comprehensive and at the same time fair to the students.	[]	[]	[]	[]	[]	[]	[]	[]	[]
38. The open space design for a school building is beneficial to the students.	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions: CESS (Cont.)	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item in this column to show what priority you think each PRESENTLY IS.					
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION
ion K-4 elemen-ool, and a two ets the needs	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
ion K-4 elemen-ool, and a two an ideal	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
s testing sive and at o the students.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
n for a school al to the	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

Part II: Student Attitudes

The questions in Part II are directed toward determining our students attitudes about school, themselves, and other people. On the answer sheet, mark the situation you would like to see, and then mark the priority which you think fits the present situation.

Directions:

Part II: STUDENT ATTITUDES

	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each ite to show what think each PR		
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE
39. Our students have a positive attitude toward school and learning.	[]	[]	[]	[]	[]	[]	[]	[]	[]
40. Our students are creative and use a variety of means to resolve concerns.	[]	[]	[]	[]	[]	[]	[]	[]	[]
41. Our students direct energy and thinking into productive channels and pursue goals in spite of frustration.	[]	[]	[]	[]	[]	[]	[]	[]	[]
42. Our students demonstrate good sportsmanship and are involved in group activities.	[]	[]	[]	[]	[]	[]	[]	[]	[]
43. Our students have a wide variety of interests in recreational activities, hobbies, school subjects.	[]	[]	[]	[]	[]	[]	[]	[]	[]
44. Our students show a concern for the dignity, welfare, rights, and freedoms of every individual and accept their roles and responsibilities as group members.	[]	[]	[]	[]	[]	[]	[]	[]	[]
45. Our students have a healthy self-concept, self-confidence, and self-security.	[]	[]	[]	[]	[]	[]	[]	[]	[]
46. Our students are able to assume responsibility.	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions: NT ATTITUDES	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item in this column to show what priority you think each PRESENTLY IS.					
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION
positive attitude earning.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
eative and use a resolve concerns.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
energy and think- channels and e of frustration.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
rate good e involved in	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
wide variety of ional activities, ects.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
concern for the ghts, and freedoms nd accept their lities as group	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
ealthy self- nce, and self-	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
to assume	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:

Part II: STUDENT ATTITUDES (Cont.)

	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each it to show what think each		
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE
47. Our students appreciate cultural events such as art, music, and theatre.	[]	[]	[]	[]	[]	[]	[]	[]	[]
48. Our students have a positive attitude toward their teachers and believe the teachers are interested in them as people.	[]	[]	[]	[]	[]	[]	[]	[]	[]
49. Our students have a positive attitude toward the school principal and believe the principal is interested in them as people.	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item in this column to show what priority you think each PRESENTLY IS.					
ITUDES (Cont.)	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION
ate cultural music, and	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
positive r teachers and are interested	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
positive attitude incipal and l is interested	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

Part III: Student Skills

The questions in Part III are to question how well our students are doing in school. By answering these statements we will be able to determine what areas we will develop in the future, and in what areas our school district is doing well now.

Directions:

Part III: STUDENT SKILLS

	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item to show what p think each PRE			
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	H
50. Our students read well for age and grade level.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
51. Our students analyze and evaluate reading selections. They distinguish fact from fiction.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
52. Our students apply correct spelling, punctuation and structure to written work.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
53. Our students have a broad vocabulary. They recognize word meanings through context and structural analysis of words.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
54. Our students learn to write and speak in a foreign language.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
55. Our students learn the parts of the spoken English language such as vocabulary and grammar.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
56. Our students gain information through listening and discussion and remember it. They follow the thoughts of others with understanding.	[]	[]	[]	[]	[]	[]	[]	[]	[]	
57. Our students skillfully use dictionaries, encyclopedias and other reference materials.	[]	[]	[]	[]	[]	[]	[]	[]	[]	

Directions:	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item in this column to show what priority you think each PRESENTLY IS.					
T SKILLS	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION
l for age and	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
and evaluate They distinguish	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
rrect spelling, ture to written	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
road vocabulary. eanings through l analysis of	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
write and nguage.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
e parts of the ge such as r.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
rmation through ion and remember thoughts of ding.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
y use pedias and ials.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:

Part III: STUDENT SKILLS (Cont.)

	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each ite to show what think each PR		
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE
58. Our students learn to use techniques and concepts of art, and are acquainted with the history of art.	[]	[]	[]	[]	[]	[]	[]	[]	[]
59. Our students have a basic knowledge and understanding of the sciences (Biology, Physics, Chemistry). They appreciate the impact of science on everyday life.	[]	[]	[]	[]	[]	[]	[]	[]	[]
60. Our students use mathematical knowledge and skills to solve common practical problems.	[]	[]	[]	[]	[]	[]	[]	[]	[]
61. Our students add, subtract, multiply and divide with whole and mixed numbers appropriate to grade level.	[]	[]	[]	[]	[]	[]	[]	[]	[]
62. Our students know and apply health and safety principles to daily life.	[]	[]	[]	[]	[]	[]	[]	[]	[]
63. Our students have good personal hygiene habits.	[]	[]	[]	[]	[]	[]	[]	[]	[]
64. Our students understand human growth and development.	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item in this column to show what priority you think each PRESENTLY IS.					
KILLS (Cont.)	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION
o use techniques and are history of art.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
basic knowledge the sciences hemistry). They t of science on	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
hematical know- solve common	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
btract, multiply e and mixed to grade level.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
d apply health s to daily life.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
od personal	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
and human nt.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:

Part III: STUDENT SKILLS (Cont.)

	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each ite to show what think each PR		
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE
65. Our students understand growth in adolescence and maturity; the purposes and responsibilities of girl-boy relationships, and social attitudes on sex.	[]	[]	[]	[]	[]	[]	[]	[]	[]
66. Our students understand the role of the family in society and the responsibility of each member.	[]	[]	[]	[]	[]	[]	[]	[]	[]
67. Our students know history and geography concepts. They know about important people, places, events, dates, and movements in history.	[]	[]	[]	[]	[]	[]	[]	[]	[]
68. Our students know current affairs: the role of the U.S. today, contemporary problems and issues, and how the past influences present conditions.	[]	[]	[]	[]	[]	[]	[]	[]	[]
69. Our students understand the doctrine and rationale of their own religion. They know something about the different major religions of the world.	[]	[]	[]	[]	[]	[]	[]	[]	[]
70. Our students are aware of the laws of society that affect everyday life (traffic laws, criminal laws, social laws).	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item in this column to show what priority you think each PRESENTLY IS.					
LLS (Cont.)	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION
and growth in rity; the pur- lities of girl- nd social	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
and the role iety and the ch member.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
story and geo- ey know about aces, events, in history.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
rrent affairs: today, con- d issues, and es present	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
nd the doctrine r own religion. bout the ions of the	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
e of the laws of veryday life l laws, social	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:

Part III: STUDENT SKILLS (Cont.)

	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each ite to show what think each PR		
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE
71. Our students understand the vocabulary and background of music and musical activities.	[]	[]	[]	[]	[]	[]	[]	[]	[]
72. Our students participate in a variety of physical activities. They understand the rules, reasons, and vocabulary of a variety of sports and games.	[]	[]	[]	[]	[]	[]	[]	[]	[]
73. Our students understand the reasons and effects of drug usage, and the laws against drugs.	[]	[]	[]	[]	[]	[]	[]	[]	[]
74. Our students have good work study skills.	[]	[]	[]	[]	[]	[]	[]	[]	[]
75. Our students learn the reasons behind choices in Career Education and alternative routes available to the students.	[]	[]	[]	[]	[]	[]	[]	[]	[]
76. Our students apply the skills of Business Education.	[]	[]	[]	[]	[]	[]	[]	[]	[]
77. Our students are taught the skills of Industrial Arts and Modern Technology.	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item in this column to show what priority you think each PRESENTLY IS.					
LLS (Cont.)	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION
and the round of music es.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
pate in a variety es. They under- sons, and ety of sports	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
and the reasons usage, and the	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
od work study	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
he reasons reer Education es available	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
he skills of	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
ght the skills nd Modern	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:

Part III: STUDENT SKILLS (Cont.)

	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item to show what p think each PRE		
	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE
78. Our students are able to use the skills of Home Economics.	[]	[]	[]	[]	[]	[]	[]	[]	[]
79. Our students are aware of the historical and cultural backgrounds of other races.	[]	[]	[]	[]	[]	[]	[]	[]	[]
80. Our college-bound students are adequately prepared to succeed in college.	[]	[]	[]	[]	[]	[]	[]	[]	[]

Directions:	(1) Mark each item in this column to show what priority you think each SHOULD BE.						(2) Mark each item in this column to show what priority you think each PRESENTLY IS.					
ILLS (Cont.)	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION	VERY LOW	LOW	AVER-AGE	HIGH	VERY HIGH	NO OPINION
le to use the omics.	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
are of the ural backgrounds	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
tudents are to succeed	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

Please write additional comments or thoughts on this page.

APPENDIX E. METHODS

To Combine (or weight) Ratings

1. Simple Average

To simply take the average of all 466 people will not work. You wipe out the input of any small group such as the board by the massive size of the large groups like the students.

2. Average by Groups

In this method you compute the average of each of the groups. Next you take the average for the 6 groups. This is a method often employed. One major problem is that it doesn't take the extreme concerns of any single group into account.

Example

Obj.	Bd.	Ad.	Tch.	P	C	S	A/A	R.
A	4.5	4.5	2.7	4.2	3.0	3.0	3.65	5
B	4.0	1.2	4.2	2.7	3.5	2.0	2.93	3
C	3.5	4.0	4.2	3.0	2.5	3.0	3.37	4
D	3.0	3.5	1.0	2.5	2.0	2.5	2.42	1
E	3.0	3.0	3.5	3.0	2.5	2.0	2.84	2

Priority would be:
A
C
B
E
D

3. The Weight-Group Averages

Often different groups are viewed as more critical so weights are assigned to each group. This can be politically tricky unless you have a good rationale for each weight.

Source	Weight	Reason
Board	1.5	Elected officials
Administration	2.0	Professionals
Teachers	1.5	Professionals
Parents	1.5	Involved
Community	1.0	Uninvolved
Students	1.0	Naive

Example

Obj.	Bd.	Ad.	Tch.	P	C	S	A/A	R.
A	4.5	4.5	2.7	4.2	3.0	3.0	3.78	5
B	4.0	1.2	4.2	2.7	3.5	2.0	2.85	*2
C	3.5	4.0	4.2	3.0	2.5	3.0	3.48	4
D	3.0	3.5	1.0	2.5	2.0	2.5	2.50	1
E	3.0	3.0	3.5	3.0	2.5	2.0	2.85	*3
Weight	1.5	2.0	1.5	1.5	1.0	1.0		

Objective B Worked Out:

	AVG.	WGT.	W.-A.
Bd.	4.0	1.5	6.0
Ad.	1.2	2.0	2.4
Tch.	4.2	1.5	6.3
P	2.7	1.5	4.05
C	3.5	1.0	3.5
S	2.0	1.0	2.0
	17.6	8.5	24.25

Average by groups = 2.93
Average of weight-average = 2.85

Priority would be:
A
C
E
B
D

*NOTE: that objectives B & E changed rank in weighted averages compared to simple averages. With more objectives and/or more variance between weights and/or more variance among groups, you can have radically different ranks between weighted averages and simple averages.

4. Degree of Agreement

This is one of the two methods that we suggest using. This one is the longer and more involved process.

First take the objectives in each group which are in the top 1/5 ranks. If you had 25 objectives it would be the 5 highest ranking objectives in each group.

Next you take the absolute difference between the ratings of each group (for any objective that was in the top 1/5 of any group). The sum of these differences is the Index of Disagreement. The lower the Index of Disagreement the better.

Last you put the objectives in a 2 x 2 quadrant.

Index of Disagreement

Total Avg. Rating		LO	HI
Hi		1	3
Lo		2	4

Cell #1 is high priority. Cell #4 is low priority.

Example

Step 1. We have only 5 objectives so we'll use all 5
Step 2. Compute the absolute difference on rating between groups.

Obj. A

Bd. (-Ad) 0, (-Tch) 1.8, (-P) .3, (-C) 1.5, (-S) 1.5
Ad. (-Tch) 1.8, (-P) .3, (-C) 1.5, (-S) 1.5
Tch. (-P) 1.5, (-C) 1.7, (-S) 1.7
P (-C) 1.2, (-S) 1.2
C (-S) 0

Index = 17.50

Obj. B

Bd. (-Ad) 2.8, (-Tch) .2, (-P) 1.3, (-C) .5, (-S) 2.0
Ad. (-Tch) 3.0, (-P) 1.5, (-C) 2.3, (-S) .8
Tch. (-P) 1.5, (-C) .7, (-S) 2.2
P (-C) .8, (-S) .7
C (-S) 1.5

Index = 21.80

Obj. C

Bd. (-Ad) .5, (-Tch) .7, (-P) .5, (-C) 1.0, (-S) .5
Ad. (-Tch) .2, (-P) 1.0, (-C) 1.5, (-S) 1.0
Tch. (-P) 1.2, (-C) 1.7, (-S) 1.2
P (-C) .5, (-S) 0
C (-S) .5

Index = 12.00

Obj. D

Bd. (-Ad) .5, (-Tch) 2.0, (-P) .5, (-C) 1.0, (-S) .5
Ad. (-Tch) 2.5, (-P) 1.0, (-C) 1.5, (-S) 1.0
Tch. (-P) 1.5, (-C) 1.0, (-S) 1.5
P (-C) .5, (-S) 0
C (-S) .5

Index = 15.00

Obj. E

Bd.	(-Ad)	0,	(-Tch)	.5,	(-P)	0,	(-C)	.5,	(-S) 1
Ad.	(-Tch)	.5,	(-P)	0,	(-C)	.5,	(-S)	1	
Tch.	(-P)	.5,	(-C)	.5,	(-S)	1.5			
P	(-C)	.5,	(-S)	1					
C	(-S)	.5							

Index = 2.5

Step 3. Quadrant

Objective	Average by Groups	Index
A	3.65	17.50
B	2.93	21.80
C	3.37	12.00
D	2.42	15.00
E	2.84	8.0

Index of Disagreement

Average Rating		LO	HI
	Hi	C	A
	Lo	E	B,D

Priority Areas would be:

high = C
mid = E & A
low = B & D

5. Highest Rank by Group

This is the method we think is best. It can give everyone a voice.

First take the top objectives in each group (decide on percentage to include such as top 50%. We use 100%).

Next rank them within each group.

Last assign priority by highest rank in any single group.

Obj.	Bd.	Ad.	Tch.	P	C	S	Highest Rank
A	5	5	2	5	4	5	5
B	4	1	5	2	5	2	5
C	3	4	5	4	3	5	5
D	2	3	1	1	1	3	3
E	2	2	3	4	3	2	4

Priority would be:	
*First Priority	A, B, C
Second Priority	E
Lowest Priority	D

* because each was given a top rank by at least one group.

Sample Ratings

We have 5 objectives labeled A - E. Each is rated on a scale that runs from 1 for low priority to 5 for high priority.

1. 6 Board Members

Objective	Average Value	Rank
A	4.5	5
B	4.0	4
C	3.5	3
D	3.0	2
E	3.0	2

2. 10 Administrators

Objective	Average Value	Rank
A	4.5	5
B	1.2	1
C	4.0	4
D	3.5	3
E	3.0	2

3. 100 Teachers

Objective	Average Value	Rank
A	2.7	2
B	4.2	5
C	4.2	5
D	1.0	1
E	3.5	3

4. 100 Parents

Objective	Average Value	Rank
A	4.2	5
B	2.7	2
C	3.0	4
D	2.5	1
E	3.0	4

5. 100 Community

Objective	Average Value	Rank
A	3.0	4
B	3.5	5
C	2.5	3
D	2.0	1
E	2.5	3

6. 150 Students

Objective	Average Value	Rank
A	3.0	5
B	2.0	2
C	3.0	5
D	2.5	3
E	2.0	2